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ABSTRACT

This book, which is intended for adult educators and human resource developers, presents guidelines for assessing adult learning. The following are among the topics covered in the book's eight chapters: (1) basic principles of informal assessment (relationship between learning and assessment activities; sequencing learning and assessment activities; basic assessment objectives; assessment principles); (2) assessing the learning process (structuring assessments; selecting assessment techniques; assessing learning behaviors; assessing learning progress); (3) designing relevant tests; (4) making the most of test results (scoring tests; making interpretations about individual learners; grading; identifying skill deficiencies; assessing learning activities; assessing tests; looking beyond traditional tests); (5) achieving authenticity in performance assessments (principles of performance assessments; deciding when to use performance assessments; performance assessment characteristics; measurement instruments; developing assessment instruments; assessing performance assessment programs); (6) mastering performance portfolios (organizing portfolio assessment; effects of learner control; grading portfolios; self-directed portfolios; addressing specific situations); (7) applying assessment strategies (assessment in adult basic education, General Educational Development programs, the workplace, community education, and higher education); and (8) current and continuing issues (coherence among assessment

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activities; dealing with multiculturalism and diversity; promoting professional development among educators; and maintaining ethical practices). Seventeen figures are included. (Contains 33 references.) (MN)

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